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ABSTRACT

The English teacher's guide provides learning activities for students enrolled in an interdisciplinary Business Careers course. The purpose is to provide students with an opportunity to acquire a realistic understanding of the training needed to prepare for careers in business and to become aware of their own interests and abilities as a means of making a satisfying career choice. The activities help the students explore the relationship between language skills and success in business careers, develop an understanding of communication skills necessary for efficient functioning in the world of business, improve their proficiency in language skills, and practice those skills uniquely needed for specific business careers. Activities are provided in various simulated job situations related to six occupational areas: working in a store, in an office, in a warehouse, in a transporting company, in a service industry, and working for the government. (Author/AJ)

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CURRICULUM PROJECT REPORT

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CORRELATED CURRICULUM PROGRAM

An Experimental Program

ENGLISH Level I (9A, 9B, 10A)
(Correlated with Business Careers)

Revised

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Project No. 10006

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March 1970

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Design of the Bulletin

This curriculum guide has been designed to provide direct correlation with each unit developed in the Introduction to Business Careers Level I course of study. A Content Course Outline has also been provided so that the teacher of English will be able at a glance to determine the correlated topic for each unit of the career topic. Although the bulk of correlation will be developed during the team planning sessions, this course of study provides suggested student activities and teaching procedures as well as suggested readings to implement the Content Outline and to meet the aims stated below:

Aims and Objectives

1. To explore the relationship between language skills and success in business careers.

2. To develop an understanding of communication skills necessary for efficient functioning in the world of business.

3. To improve proficiency in language skills as they are applicable to specific jobs in business careers.

4. To provide experiences and to practice those skills uniquely needed for specific business careers.

Correlating the academic disciplines with a career subject, when it is appropriate, provides motivation, reinforces learning, and increases successful experiences for the slow students. All subject areas blend in order to achieve a common aim: to provide students in the business course of the Correlated Curriculum Program with an opportunity to acquire a realistic understanding of the training needed to prepare for careers in business and to become aware of their own interests and abilities as a means of making a (satisfying) career choice.

Students in the Business Careers course will explore opportunities in business through skill-tryouts in a great number of entry level jobs found in manufacturing, wholesaling, retailing, storing, transporting, financing and risk-bearing businesses and their counterparts in civil service. The implications of this goal and its implementation through a laboratory approach suggest certain directions and guidelines for the development of the correlated course of study in English and the determination of the overall role of English in the Correlated Curriculum Program. They are outlined below:

1. Greater emphasis should be placed upon factual and expressional forms of correlation.

2. A laboratory or activities approach should be utilized in the English classroom as well as in the business careers class.

3. Language skills should be presented, whenever possible, in the context of their vocational application.

4. Training and growth in those specific language skills (enabling skills) necessary to the competent performance of business career skills should be emphasized.

5. The relevance of language power and getting and keeping a job should be stressed as a means of increasing students' motivation and interest in school.

6. The reinforcement and enrichment of the content of the business careers class is a valid goal of the English course of study.

7. Opportunities to explore the world of work as well as productive attitudes toward employment should be provided in the English class.

8. Opportunities for successful linguistic experiences and achievements based upon the content learned in the business careers class should be provided.

9. In support of career guidance provided in the business careers class, the development of techniques for obtaining career information should be stressed.

10. The Level I English Course of Study should be exploratory and introductory in nature in keeping with the needs, age, interest and abilities of ninth year pupils. Specific content and skills allocated for this course of study should meet the requirements of a predetermined overview of the scope and sequence of the total four year course of study in English in the Correlated Curriculum Program in conjunction with syllabus requirements of the Board of Education of the City of New York.

Evaluation

Since we seek to emphasize success for these students, no single item should determine passing or failure; failure should result only from lack of achievement in several areas. Curves, averages and objective criteria are in some cases irrelevant since we hope to take each student as far as he can go. The team approach should be extended to evaluation so that all the teachers know and understand (if possible, approve) the grade given in English. Often, conferences with the students should accompany evaluation so that the student, too, understands how his mark was arrived at.

Some of the following evaluation devices may be useful:

1. Project tests, involving several correlated disciplines.
2. Level tests--students select A, B, or C level of varying difficulty depending on how many questions they choose to answer.
3. Mastery tests--student is retested on the same or similar material until he succeeds.
4. Open book tests--using notes or text.
5. Uniform tests--uniform in time only, but constructed for the particular class.
6. Volunteer tests--student requests test when he is ready; leeway allowed for not taking one a term, or not counting lowest score.
7. Raising mark after revision.
8. Credit for volunteer activities in areas such as reading, vocabulary, etc.
9. Opportunity for additional activities in areas of greatest success.
10. Memorization of significant and esthetically rewarding material.

ENGLISH CORRELATED WITH BUSINESS CAREERS

Topic	Procedures and Activities
Orientation	Ask students to make a list of those English classroom activities that are necessary in the business world, such as reading, writing, listening and speaking.
What are the basic communication skills?	
What is the importance of each of these skills in the business world?	Have students list reasons each of these skills is important, e.g., making ourselves understood, understanding other people.
	Read "Drugstore" by John V.A. Weaver in Poems for Modern Youth, edited by Gills and Benet, Houghton Mifflin Co.
	Have students select several occupations which interest them; next to each occupation, indicate which communication skills are most important for that job, e.g., file clerk - using organizational systems based on the alphabet; receptionist - writing clear and accurate messages; salesclerk - speaking to customers; stock clerk - filling out printed forms; telephone operator - speaking to callers; chauffeur - reading traffic regulations.
	Have students bring want-ad sections to class; they are to circle an ad which interests them. They are then to prepare a one minute talk explaining which language skills are necessary for the job.
	Assign research paper (term project): Survey of Job Opportunities in Business. Include appropriate lessons in: using the library, taking notes, outlining and organizing, reading the D.O.T. and O.O.H., etc.
	Read "A Job for Everybody" in Designs for Reading, edited by Marjorie Drabkin, Houghton Mifflin, 1969.
	Read Livingston-Turner Series ("The Jobs You Get").
	Read McGraw-Hill Series What Job for Me?

Topic	Procedures and Activities
Working in a Store	
Kinds of Stores	
What are the essential differences between stores?	Have students suggest stores to visit which are rich in sensory impressions, e.g., appetizing store, butcher, florist, fruit store, pizza parlor, fish market, barber, etc.
In what ways are stores essentially similar?	Teach a lesson on the importance of involving the senses in descriptive writing; have students list words which evoke the sense of touch, smell, sight, and hearing.
	Visit stores with aim in mind of writing a descriptive paragraph about one of them, which will include the sensory impressions and words arrived at in previous lessons.
	Have students devise a model Observation Report form.
	Prepare a Student Guide to Field Trips.
	Teach lesson on the form of the business letter. Have students write "thank you" letters following trip.
	Assign written reports on: kinds of stores, job opportunities in stores, job skills required, etc.
Job Opportunities in Stores	
Cashier-checker	Read "Shortchange" in Jobs in Your Future, Scope/Job Skills 1 by Miriam Lee. Scholastic Book Series, 1967.
	Assign paragraphs on: Duties of a Cashier. Teach lesson on writing the topic sentence.
	Assign writing of dialogue between a cashier (checker) and customer. Teach appropriate lessons in use of quotation marks, selecting appropriate and realistic language to fit character-

Topic	Procedures and Activities
	ilations, etc. Read selected excerpts from plays to illustrate effective dialogue.
Display Assistant	
How does color affect mood?	Elicit different emotions that people have; discuss which colors would best illustrate each emotion, e.g., anger-red, jealousy-green, cowardice-yellow, melancholy-blue. Attempt to elicit phrases which support the above examples, e.g., green with envy, seeing red, feeling blue. Read excerpts from "The Hidden Persuaders" by V. Packard. Assign reading of magazine articles which discuss findings of market research analysts in regard to effective displays. Teach use of Reader's Guide to Periodical Literature, subject cards in main card catalog.
How is writing arranged so that we can focus on the central ideas?	Prepare a reading comprehension question in which students will have to focus on the main idea and identify supporting details. Write a paragraph based upon a topic sentence which must be supported by facts. (The paragraph can describe an effective window display that students have seen, or explain how color is used in displays.) Have students write the copy for a display poster. Students may select the product or merchandise to be described. Make a list of effective adjectives and synonyms used in display copy. Develop criteria for evaluating displays. Read "D[illegible] Not Handle the Merchandise" Springboards series, Portal Press, Division of John Wiley and Sons.

Topic	Procedures and Activities
Salesclerk	
Why is it important to communicate clearly as a salesclerk and as a purchaser?	Have students recall a purchase which they made recently that involved the help of a salesperson. Write down from memory the two-way conversation used during the transaction. Stress the use of quotation marks in writing accurate dialogue.
	Based on this written conversation, engage in role-playing. Ask students to offer suggestions for improvement of communication skills as observed in the role-playing.
	Read "Salesmanship" by Chase; read chapter on whitewashing the fence from Twain's Tom Sawyer.
	Develop a set of criteria for evaluating sales techniques and procedures.
	Assign the writing of a sales drama. Ask class to evaluate the effectiveness of the sales presentation. Provide necessary lessons in effective persuasion techniques, providing supporting data, using appropriate language, etc.
Stockclerk	
	Teach lesson in reading a chart (inventory bin cards, etc.)
	Provide practice in filling out printed stock record cards, purchase requisition forms, etc.
	Elicit terms used in stock work: words denoting quantities, types of packages, materials, etc.
	In making inventory of stock, have students test their knowledge of the correct spelling for plurals, e.g., knife, knives; tomato, tomatoes.

Topic	Procedures and Activities
How can we find the most frequently made errors in writing?	Return a set of carefully marked compositions which the students had written previously; prepare an inventory sheet on the blackboard; head the different columns with most commonly used symbols for correction of composition errors, e.g., sp, gr, RO, SF, p. Have students tally the frequency of errors. (Teacher should have follow-up lessons on these errors.)
How can we identify our own shortcomings?	Prepare a self-inventory sheet with such topics as physical, mental and emotional attributes. These general categories can then be supplemented with more specific sub-categories. Have students evaluate themselves and make suggestions for self-improvement.
Working in an Office	
Kinds of Offices	
How have office workers' duties changed through the years?	Read the excerpts from Dickens' A Christmas Carol which describes Bob Cratchet's working conditions. Have students indicate which office practices have changed and which have remained the same. Read "Anita Powers, Office Worker" Follett Vocational Reading Series. Have students write letters to the Speaker's Bureaus of various local businesses to obtain speakers from the business world. Teach appropriate lessons on letter form and paragraphing. Teach listening skills required when listening to a speaker; note taking; questioning.
Job Opportunities in Offices	Assign oral report on: "Job Opportunities in Office Work." Emphasize oral skills, especially, keeping an audience interested.

Topic	Procedures and Activities
Accounts payable clerk Accounts receivable clerk Billing clerk	Read "The Necklace" to discuss the implications of discharging one's debts. Read excerpt from David Copperfield in which Micawber discusses his financial situation with David. Use this to motivate lessons in which students discuss the adequacy or inadequacy of their allowances. ("Annual income twenty pounds, annual expenditure nineteen nineteen six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds ought and six, result misery." (Chapter 12.) Read the fable of the grasshopper and the ant; discuss the consequences of mismanagement. Write a composition on a topic having to do with money and budgets. As motivation, read the parable on the Prodigal Son in the Bible. Suggested topics may be derived from the following: "Penny wise, pound foolish," "A penny saved is a penny earned." Teach related vocabulary (prefixes and suffixes). Provide drills to facilitate learning of spelling of accounting terms ("receivable", etc.)
File Clerk	Read "Phil, the File Clerk" McGraw-Hill. What Job for Me? series Teach reading skill: using an index. Review systems of organization based on the alphabet. Distribute dictionaries for appropriate lessons on using guide words, looking up words in a dictionary. Teach various types of filing systems: by subject, name, geographical location, etc. Teach use of card catalog system. Include library visits in this unit.

Topic	Procedures and Activities
Office Machine Operator	Produce a class newspaper. Have students write their own proverbs or sayings on thrift and include the best in the paper. Prepare stencils and duplicate on office machine. Assign paragraphs on types of machines used in offices. Teach use of transitions.
Payroll Clerk	
Why is accuracy needed in preparing a payroll?	Prepare a stencil with the names of all students in the class in no particular order. Distribute one list to each student. Using last term's grade as a salary figure, have class arrange a fictitious payroll. Discuss what would happen if one of the names were left off the list or received less money than one was entitled to. Teach chart reading. Obtain for this purpose: Social Security Tax Deduction Chart, Federal Income Tax Deduction Chart, etc. Read payroll problems assigned in Business Careers class. Teach students how to read payroll problems.
Receptionist-telephone Operator	
Why is a pleasant personality necessary for a receptionist?	Assign half the class to role-play the telephone operator at the school. Assign the other half to create individual problems which might be typical of callers to the school. The teacher will then select one of each group and "connect" them. While this is going on, the class listens and makes suggestions regarding clarity and tact and personality of both role-players. After this activity, elicit from the class a list of characteristics which are needed for the position of receptionist-telephone operator.

Topic	Procedures and Activities
	Role-play various situations involving message taking; listening and speaking difficulties. Emphasize accuracy and brevity.
	Teach linguistic lessons on making the appropriate language choices. Enrich students' vocabulary by study of synonyms and antonyms.
	Discuss: Human Relations on the Telephone. Assign three-minute talk on this topic.
	Provide drill in using the telephone directories (include special problems, such as looking up phone number of the 8th Street Movie Theatre or the number of the 430 Fifth Avenue Corporation.)
Working in a Warehouse	
Kinds of Warehouses	
Why is good system of organization essential in a warehouse?	Imagine that the library is a kind of warehouse; how are books organized on the shelves? Discuss the Dewey Decimal System.
How should a warehouse be organized?	Visit the English Department bookroom. Describe the way books are stored. Discuss how they might be better organized for good distribution of books.
	Arrange to take the class to the library. Illustrate the necessity for organization in the following way; select a non-fiction title at random; ask a student who has no knowldge of the way the library is organized to find the book. Based on the student's difficulty, discuss the virtue of systematization.
Job Opportunities in Warehouses	
Order Picker	Prepare slips of paper (one for each student in the class) which has a general category on it, e.g., astronomy, aviation, tropical fish, photog-

Topic	Procedures and Activities
	raphy, etc. Ask the students to "pick" an order by listing six titles and authors, publisher and date of publication, which pertain to the general category on their slips. Repeat above procedure with slips of paper; instead of categories, give each student three new vocabulary words. "Picking" this order consists of finding proper definitions. Assign written reports on: Job Opportunities in Warehouses." Teach appropriate research techniques.
Receiving Clerk	Prepare a chart listing the following: Title, Author, Publisher, Date of Publication, Description of Damage, Page on which found. Have students use one of their textbooks (an older one preferably.) Ask student to treat the book as though it has just been received. Use the chart to describe the book. Review common abbreviations used on various printed forms handled by a receiving clerk.
Shipping Clerk	Encourage students to donate voluntarily some item (e.g. paperbacks, toys, canned food) to a nearby hospital or charity. Have each student wrap his item under the direction of the business teacher. In English, the correct addressing of the package will be stressed. Assign chalktalk or demonstration speech on "How to Wrap _____" Teach reading of parcel post rate and weight charts. Make a game [illegible]ontest to learn the correct abbreviations of states (needed for correctly addressing packages). For example: What is the cleanest state? (Wash.) Which state needs a doctor? (Ill.) Which state is raw metal? (Ore.) Which state is an unmarried woman? (Miss.)

Topic	Procedures and Activities
Working for a Transporting Company.	Read and discuss the following works, stressing the unique characteristics of the mode of transportation as well as the literary quality:
Kinds of Transporting Companies	
What are the different modes of transportation? What are the advantages of one kind over another?	"I Like to See It Lap the Miles" by Emily Dickinson "Travel" by Edna St. Vincent Millay "Cargoes" by John Masefield "The Happiest Man on Earth" by Albert Maltz (short story about truck driver) "Modern Transportation and Travel" by Kinney, Ruble and Blythe in Let's Read Book 2, 3rd series, Holt, Rinehart and Winston. "Driving to Danger" by Garner Horton in Let's Read Book 2, 3rd series. "Only The Dead Know Brooklyn" by Thomas Wolfe. Lyrics from "Subways Are For Sleeping"
Job Opportunities with Transporting Companies	
Chauffeur-driver	Read excerpts from Airport by Arthur Haley.
Materials handler	"Galloping Goose" by Gilbert A. Lathrop in Let's Read Book 2 3rd series. (rail)
Ticket Agent	Read excerpts from Wind, Sand and Stars by Antoine St. Exuperay.
Traffic trainee	Teach map reading. Obtain copy of Metropolitan Transit Subway Map, etc. Teach students how to reach timetables, airline schedules, freight charts, postage scales, etc. Assign reports on visits to and interviews with personnel at local terminals and transportation companies. Teach interview techniques. Assign research reports on "The History of Transportation." Provide opportunity for students to role-play situations involving ticket agent and an angry customer. Read Driver's Manual, Index of National Motor Freight Classification, cost problems found in Business Careers skillbooks.

Topic	Procedures and Activities
Working in a Service Industry	
Kinds of Service Industries	Have class suggest as many service industries as they can; list them on the board. Have class discuss each service, one by one, to determine how life would be affected if the service did not exist.
What is a service industry?	Discuss why an employer in a service industry would be just as concerned with the personality of a prospective employee as he would be with his skills.
Job Opportunities in Service Industries	
Bank Teller	Read Mama's Bank Account, Chapter One.
	Read "My Financial Career" (short story) by Stephen Leacock, in Scope, Reading, 2, Harper and Row, 1965.
	Read description of operation of Tellson's Bank in Chapter One, Book 2 of A Tale of Two Cities.
	Discuss the image of a bank that emerges from the reading of the Dickens selection and the Leacock selection (cold-austere-strictly business); Ask students to compile a list of advertising techniques used by modern banks to encourage business, e.g., giving away of premiums, catchy slogans (You have a friend at Chase Manhattan, You'll find a banker at Banker's Trust, Our name is Irving Trust but you can call us by our first name, You're in Dry Dock Country, All Over New York, people are doing the Emmigrant Walk.) Strss the way the banks use mass media to communicate a better image.
How did money become the medium of exchange?	Compare ancient and modern monetary exchange and ancient and modern methods of computing. Discuss why old methods of computing would not work in a modern supermarket.

Topic	Procedures and Activities
What are different words used to refer to money?	Write to various banks, such as Chase Manhattan, for any booklets on monetary systems; read them in class. Make a list of words to designate money; differentiate between slang words and more formal speech, e.g. bread, loot, cash, moola, wages, salary, remuneration, stipend, honorarium, buck, dollar, etc. Teach related vocabulary and spelling (endorsement, reconciliation, etc.) Have students fill out various types of bank forms, including personal banking forms. Try to find a student who is a numismatist who would be willing to explain this hobby to the class.
Dry Cleaner-Laundry Worker	Have students discuss the origin of idiomatic expressions dealing with cleanliness, e.g., "Being taken to the cleaners," "Come clean," "Having a clean record," "cleaning up," etc. Discuss new additions to the language as well as word roots related to cleaning, e.g., the prefixes and roots: de-tergent, dis-solve, water re-pell-ent; new words: sanforized, sanitized, laundromat. Role-play a situation in which the student as a dissatisfied customer seeks redress. Secure from a dry-cleaners the form used for customers to write out complaint about lost items or still soiled items; fill them out in class. Have students go to next step that might be necessary and write a letter to the dry-cleaning company expressing their dissatisfaction.
Gas Station Attendant	Read poem "Ex-Basketball Player" by John Updike (in Vanguard Galaxy, edited by Pooley, et al. Scott-Foresman, 1961.

Topic	Procedures and Activities
	Read "First Skirmish" (short story) by H.G. Felsen in Playing It Cool, Noble and Noble, 1969.
	Read "Auto Mechanic" (short story) by Merrill Pollack in Scope Reading 2, Harper and Row, 1965.
	Read: "John Leveron, Auto Mechanic" (Follett) and "Pete, the Service Station Attendant" (McGraw-Hill).
	Read excerpts from "Managing a Service Station" ed. Noble Fritz. McGraw-Hill.
Hotel Clerk	Visit one of the famous hotels, e.g., The Waldorf Astoria, the Plaza; (Write a letter in advance requesting tour.) Write a description of some aspect of the hotel and its services.
	Compile a list of names by which hotels are known in various countries, e.g., pension, gast-haus, albergo, villa, hotel, motel, motor inn, motor court.
	Discuss the development of hotels from inns to cruise ships or floating hotels.
	Role-play room clerk and tired traveler situations.
	Assign writing of letters of acknowledgment of reservations. Stress correct punctuation.
	Read excerpt from Hotel by E.Bowen and/or Motel by A. Hailey.
Waiter-Waitress	Read "Judy, the Waitress" and "Nick, the Waiter," What Job for Me? series, McGraw-Hill.
	Using the words waiter and waitress as examples, have students think of pairs of words that have the male and female endings in our language: tiger, tigress; actor, actress; duke, duchess; tempter, temptress; mister, mistress.

Topic	Procedures and Activities
	Secure menus from restaurants which make use of foreign idioms, e.g., soup du jour, a la mode, a la carte, au gratin, souffle, au natural, filet mignon, etc. Using related English words, have students attempt to translate the foreign phrases; for example, journal.
	Read The Job Ahead, Science Research Associates.
	Role-play a situation after having motivated the students to recall an incident of very poor service; ask students to make suggestions to improve the service. What questions should a waiter ask to avoid confusion, e.g., "with or without gravy," "black or with cream," "well done, medium or rare." Discuss how a sensitive waiter knows whether service was good or bad.
Working for the Government	
Kinds of Government Agencies	Teach the concept of the word acronym; provide examples which relate to government agencies, e.g., NASA, WACS, WAVES, HUD, SEEK.
	Teach a lesson on the proliferation of government agencies known by initials, e.g., FBI, HEW, FCC, NDEA.
	Have students compile a list of words such as Medicare, Medicaid, Comsat, Telstar. Structure the lesson to show that the language has reacted to the increase of technology and government agencies.
	Discuss briefly the functions of various agencies.
	Provide practice and experience in answering Civil Service examination questions.

Topic	Procedures and Activities
	Distribute sample telephone directories. Teach skill of locating governmental agencies under state, federal and city listings.
	Assign reports on "Job Opportunities in Civil Service." Teach students how to compile a bibliography.
	Assign composition on topic, "Civil Service or Private Industry?" "Advantages (or disadvantages) of Working in Civil Service"; etc.
Job Opportunities in Government Agencies	Develop a lesson in which the differences between working for private industry and for the government are brought out.
Beginning Office Worker	Do research on the origin of civil service; what are the advantages and the disadvantages?
	Discuss the various meanings of the word "civil."
	Read announcement of job opportunities in The Chief and THE CIVIL SERVICE LEADER and develop a lesson on the meanings of the various abbreviations found there.
	Read Anita Powers: Office Worker (Follett Vocational Reading Series)
Cashier	Role-play a subway change clerk and a rider in a situation where the clerk dispenses tokens and change and answers traveling direction questions.
Clerk	Write a letter to a government agency, such as the Veterans Administration, asking for application forms for benefits. Fill in information called for. Have one student role-play the clerk receiving the application and another the one applying for benefits. Stress the need for complete information and also the need for tact on the part of the clerk if there is a disability involved.

Topic	Procedures and Activities
File Clerk	Secure a Manhattan telephone directory: turn to the listings under "United States Government." Note the alphabetization and the sub-alphabetization of agencies. Prepare an index card for each agency that a student might like to work for; shuffle the cards and then rearrange them in alphabetical order.
Mail handler	Have each student write a letter to another student in the class, complete with sealed and addressed envelope; devise zip codes for each letter address, the first three numbers are the room number, the fourth number is the row, the fifth number is the seat. Have three students take ten letters that have been shuffled (thirty letters in all) and see which student can "deliver" the mail fastest.
Messenger	Read Elbert Hubbard's essay, "A Message to Garcia" and discuss the nature of the message and why it was important that it be delivered. Read Romeo and Juliet in Lamb's Tales from Shakespeare; Discuss the tragic results which ensue because Romeo does not get the message from Friar Lawrence.
Office Machines Operator	With the use of a rexograph machine, have students write a class newspaper telling about Correlated Curriculum activities. Prepare stencils and run them off so that there are sufficient copies for every student in the class.
Post office clerk-carrier	Have students deliver copies of the class newspaper to each teacher in the Correlated Curriculum; if teacher cannot be reached personally, have newspaper put into teacher's letterbox.
Stockman	Take the class to the school supply room. In advance, prepare an inventory sheet; have students take an inventory of the supplies, e.g., legal manuscript paper, dozen reams of mimeograph paper, etc.

Topic	Procedures and Activities
Telephone Operator	Role-play an operator at a busy switchboard; have "operator" practice different ways of answering phone, ways of dealing with difficult people, busy lines, and taking messages.
	Call Telephone Company and secure tele-trainer for class use. Practice various telephone activities.
Typist	Read poem "Secretary's Summer Song" by Margaret Fishback, in Scope Reading 2, Harper and Row, 1965. Relate to the duties and dreams of a typist.
	Read: Betty and Her Typewriter from McGraw-Hill What Job for Me? series.
Planning a Business Career	Read "How To Be An Employee" by Peter Drucker in The Range of Literature-Non Fiction, ed. Fred Meyers, Houghton Mifflin, 1969.
What steps must one take in planning a career?	Teach students how to use the D.O.T. and O.O.H. as well as "Occupations" section (#471) of library.
What must one know about oneself?	Ask students to make up a personality analysis chart for a specific career.
What must one know about the operations of business?	Teach: Writing a letter of jobs application. Emphasize the type of information to be included in this kind of a letter.
What holds the key to success as an employee?	Read: Chapter 3 entitled "We Question a Future: Four Fifty a Week" from Sister Carrie.
	Read: "How to Get a Job" National Association of Manufacturers, Addison-Wesley.
	Read: Turner-Livingston Reading series, "The Jobs You Get" SRA